

2015 – 2016 State Pre-Kindergarten Program RFP Questions and Answers
February 17, 2015

Question 1:

Must we/should we keep a waiting list from the Lottery to keep classroom enrollment at 18 at all times?

Answer 1:

Yes.

Question 2:

Are we required to submit an action plan with our self-assessment? Is there a particular format or template we should use for our self-assessment and action plan?

Question 3:

In the list of required documents is a RIDE CECE Self Assessment-we just sent in our RIDE re-approval and did not have to include one so not sure exactly what you are talking about for this. We do have an annual self assessment-would this work?

Question 4:

We are also assuming that Action Plan is our QUIP, is this right?

Answer to 2, 3 and 4:

Each proposal should include a completed self-assessment and resulting action plan. The required self-assessment tool is found at:

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Programs/RIDE%20CECE%20Program%20-%20Self-Assessment.pdf>.

The submitted self-assessment should explain the readiness of **the proposed classroom** for approval under the 2013 RIDE Comprehensive Early Childhood Education Standards (CECE) for Preschool. The submitted action plan should comprehensively describe the activities the program will engage in to achieve CECE approval for the proposed classroom by the start date of the program (before or by September 7, 2015). The action plan does not have a required format. However, it should effectively communicate the specific action plan goals, activities to reach those goals, timelines for completion of the activities, and persons responsible for completing the activities.

Question 5:

Does the \$10,000 set aside for professional development cover the cost of substitute teachers? Or just the professional development? As for professional development, what exactly does the \$10,000 cover – training registration fees, hotel, meals, travel costs?

Answer 5:

The \$10,000 set aside for professional development will pay for the development, delivery and evaluation of evidence-based professional development for the State Pre-K Program Grantees. Out-of-state travel will not be required to attend these events. Substitutes, as needed for Pre-K

staff to attend professional development activities; will be an allowable expense as a component of the professional development set aside.

Question 6:

I have a question/request about a component of the application that is proving challenging for us. Would you be willing to accept the board resolution signature page after we submit the proposal? We do not have a board meeting scheduled until mid March, and our executive Director will be out of town much of the next two weeks. Given the history that the board has, in the past, approved two classrooms, is it acceptable that we provide this resolution after the due date of the proposal?

Answer 6:

All required components of the RFP must be submitted by the applicant by the identified deadline. Applicants may provide explanations for missing components, though the review team is not required to consider these in scoring.

Question 7:

Given the statement “Geographic location within eligible community which provides access to Pre-K program for families not already in vicinity of existing Pre-K program”, will you consider proposals that would add an additional classroom to a program where one classroom currently exists?

Answer 7:

All proposals received by the submission deadline will be considered. The phrase “geographic location within eligible community which provides access to Pre-K program for families not already in vicinity of existing Pre-K program” is one of the factors found in Additional Competitive Factors, and is not a required component.

Question 8:

Can you provide further clarification on what you mean by a “41-week” pre-k year? From a deliverables and budget perspective, we need staff for 46 weeks, considering start up efforts (home visits, pre enrollment orientations, etc), vacation weeks (we typically have closed when public schools are closed), and allowing for the possibility of a few snow days. Can we submit a proposal that reflects staff who work 46 weeks?

Answer 8:

The length of Pre-K program year is 41 weeks minimum (36 weeks plus, 10 holidays, plus 3 school vacation weeks). The budget categories as defined in the RFP reflect funds for up to 44 weeks per year of paid personnel time, with consideration given to the provision of competitive salaries and benefits as defined, and will be scored based on that criteria.

Question 9:

The RFP states that applicants “are required to... be fully staffed and prepared to participate in required State Pre-K professional development and technical assistance activities from the contract start date (on or about July 1, 2015) and throughout the contract year.” Given that funding is insufficient for a 12-month period and staff is technically laid off during the summer, can we “require” that staff be available when we are not able to compensate them? If we will need to “require” that they be available for certain days in July or August, how much advance

notification will RIDE give us regarding exact dates so that staff. The concern is that some staff may work other jobs during the summer, or be unavailable for other reasons.

Answer 9:

Given the scope of work and timelines outlined under this grant, the State provides as much advance notice of professional development as possible. For professional development which may fall outside the 44 weeks budgeted within each grant, the \$10,000 set aside may be considered as a source for compensation, pending approval.

Question 10:

Is the purchase of curriculum resource material (i.e. Creative Curriculum) an acceptable budget line item, or would this be considered a “start-up” expense and therefore not allowable?

Answer 10:

The purchase of curriculum resource materials falls under Educational Materials in the Pre-K Budget Category: Supplies and Materials, Equipment, and Professional/Technical Services. Therefore it is an allowable expense.

Question 11:

As a pre-k teacher, our most pressing question at this point is: Will we still be able to charge tuition if we are a state-run classroom? Do we proceed as usual with enrollment?

Answer 11:

No. Families who enroll their children in a Rhode Island Pre-Kindergarten Program classroom will not be charged for any portion of the Rhode Island Pre-Kindergarten Program day. Children will be randomly selected for participation in the program using a state-supervised lottery system. Additionally, all applying organizations must be able to demonstrate that they can secure classroom space to open a new state-funded Pre-Kindergarten classroom without displacing current families.

Question 12:

Can a center who is currently on probation but is working towards coming off probation apply?

Answer 12:

Nothing prohibits an eligible applicant from applying for this grant. All applicants must demonstrate within their application how the proposed program will meet 2013 CECE Standards for Preschool Approval, including DCYF licensing, by the program start date (on or by September 7, 2015).

Question 13:

Does the grant pay per classroom or per child (ie, if only 16 children sign up, will there be less funding available)?

Answer 13:

To maximize available funding, all selected Pre-K classrooms will have the capacity to enroll 18 children.

Question 14:

In relation to CECE Approval – all applicants are required to 1) have ability and capacity to submit an application for RIDE Comprehensive Early Childhood Education Approval by the program start date. What is the actual date by which we would have to submit our application? 2) demonstrate capacity to meet the 2013 RIDE Comprehensive Early Childhood Education Programs Standards for Approval by the end of the first fiscal year of the contract. Would this be September 2016? Or sooner?

Answer 14:

Under this grant, Pre-K Grantees must submit applications for approval under the 2013 RIDE Comprehensive Early Childhood Education (CECE) Program Standards for Preschool on or by September 7, 2015. All Pre-K Grantees must receive RIDE CECE Program Standards Approval by June 30, 2016.

Question 15:

I saw where RIDE requires Pre-K classrooms to be located in the city where the children live. Do you think a reasonable exception might be made?

Answer 15:

Under this RFP and the state's Preschool Development Grant award, eligible applicants include licensed child care centers, Head Start programs, public schools, and non-public schools located in and able to operate a classroom in one of the following Rhode Island communities: Central Falls, East Providence, Providence, Pawtucket, Newport, West Warwick, and Woonsocket.

Question 16:

I was wondering if the Education Coordinator is strictly an administrator or whether they can also be in the classroom with the 18 children. How their salary is configured in comparison with the Teacher and Teacher Assistants and whether the Educational Coordinator can be the Education Coordinator for the CECE program as well as the program that they presently work in?

Answer 16:

In the State Pre-K model, the Education Coordinator and Teacher are two separate positions with different roles and responsibilities. These positions must be filled by two different people. Configuration of competitive salaries for all Pre-K staff is justified and determined by each Grantee, not the State. Given that a Pre-K Education Coordinator roles and responsibilities for one Pre-K classroom are estimated to be up to 18% of a full time (40 hours/week) Education Coordinator's time, the individual who serves as the Education Coordinator for the larger program may be the same individual who serves as the Pre-K Education Coordinator.